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ABSTRACT

A survey was conducted to determine what programs or courses are offered by various universities in community adult education. In addition, the type of curricula need and the job of training professionals for community adult education positions were also studied. Of the 16 universities quieried, 11 responded. Two of the most pertinent courses were found at the University of Michigan and Columbia University, entitled "Leadership in Community Education" and "Community Development as an Educational Process," respectively. A description of the 13 reported courses are presented in Appendix III. The number of courses being offered in the universities contacted are found to be insufficient. Suggestions of possible additions to existing courses or as entirely new course offerings are: (1) A study of the conflict and its relevance for community adult education; (2) The use of the "Ombudsman" approach to evaluation, consultation, and problem solving; (3) The role of the outside audit in assessing and planning for community development and change; (4) An educative involvement in a community; and (5) The use of technology in community development work. Appendix I is a sample of the Information Request Letter, and Appendix II is a listing of Universities and Instructors to Which Request Letters Were Sent. An eight-item bibliography is provided. (DB)

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INSTRUCTIONAL PROGRAMS IN THE ADULT EDUCATION APPROACH TO COMMUNITY DEVELOPMENT

A Paper Read at the
Adult Education Association Annual Conference,
Des Moines, Iowa,
November 11, 1968

By
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This paper is a report of a study conducted by Mr. Roger Hiemstra and Dr. Howard McClusky, Department of Adult and Community Education, University of Michigan.

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Instructional Programs in the Adult Education
Approach to Community Development: A Progress Report

Introduction

Communities must be improved and their resources developed. That is one of the biggest future challenges to the adult educator. As Zitt (8) pointed out at a community development section meeting last year in Philadelphia, adult education needs to shift its emphasis to the education of adults and their responsibility and relationship to the city. It is an imperative of our time.

It follows, therefore, that universities need to accept the challenging role of producing community developers capable of dealing with the modern community's complexities.

It was to this challenge that the project culminating in this report was initiated. The need to know what programs or courses were being offered in various universities on the subject of community adult education or the adult education approach to community development had been discussed by adult educators for several years. The researchers decided to undertake such a project through an informal survey of several individuals teaching in the field.

The general purpose of the survey was not only to determine relevant instructional programs and courses, but also to gain ideas and suggestions for the kind of curricula needed to do the job; the job of training professionals for community adult education positions. Curriculum suggestions will follow in a later section.

Definitions

Numerous definitions of community development from various sources could be offered at this point, with a half hour of discussion probable on each. For the sake of establishing a point of departure, however, the definition that follows is for community development from an adult education appraoch:

> The education of adults for the purpose of enabling them in (or via) their occupational and/or citizen role to contribute to the development of their respective communities.

With this hopefully non-complicated definition in mind, let us proceed to an examination of relevant instructional programs.

Data Collection Procedure

When decisions were made to begin the project, an immediate need was that of soliciting names of individual professors who might be teaching courses related to community development from an adult education approach. Consequently, during the AEA conference in Philadelphia last year, we sought to collect as many names as possible. In addition, possible sources were noted in Biddle's "The Community Development Process" (3) and in the Beran report (2) given one year ago at this conference.

Letters (Appendix I) were sent to individuals on our compiled list of names, explaining our ad hoc role and requesting a description of any courses they offered that were related, in their judgment, to community development from an adult education approach. Requested also were their suggestions of individuals teaching similar or related courses in other departments or universities.

The materials and information received were reviewed and assessed as to their relevance to the information being sought. Additional leads of courses were contacted with a letter similar to the first one.

Findings and Analysis

Requests for information were sent to 19 professors in 16 universities (see Appendix II). Returns were received from 14 individuals. Table 1 outlines the number of courses reported relating to community development from an adult education approach. The University of Chicago and University of British Columbia reported no particular courses in the subject area being looked at, but noted a relevant approach was used in several courses.

Table 1.
Courses Related to Community Development from an Adult Education Approach in Eleven Colleges and Universities of the United States and Canada

Institution	No. of Courses	Department Taught From	Reporting No Courses
Univ. of British Columbia			X
Univ. of Chicago			X
Columbia University	2	Higher & Ad. Ed.	
Florida State University			X
Univ. of Georgia			X
Iowa State University	2	1 - Sociology 1 - Education	
Univ. of Michigan	5	Community Ad. Ed.	
Ontario Inst. for St. in Ed.	1	Adult Education	
Southern Ill. University	5	Sociology	
Univ. of Wisconsin	1	Rural Sociology	
University of Wyoming	1	Education	

One can surmise that non-responses were probably due to an absense of related courses or possible changes in positions for the addressees.

We did not anticipate that a large number of related courses per university would be found. However, an objective of the inquiry was to discern any trends in kinds of courses being offered. Table 2 summarizes the courses described as relevant to our inquiry area. One might argue that some courses are not indicative of an adult education approach to community development, but the assumption is made that most of the individuals receiving instruction from them are either adult educators or will work professionally for community adult education-related organizations.

Several of the courses appear to be of an introductory or overview nature and probably overlap in content. It is interesting to note that three universities reported a course of similar content. From our data, field study or work experience in a community would therefore appear to be the only discernable trend in courses established for the adult education approach to community development. The implications of a lack of trends and courses in the subject area being looked at are discussed in the next section.

Two of the most pertinent courses were found at the University of Michigan and Columbia University. Dr. Jack Mezirow (7) reported a new course being offered through Columbia's Department of Higher and Adult Education entitled "Community Development as an Educational Process." The course description is as follows:

> An examination of educational and organization aspects of programs designed to assist adults to acquire concepts, attitudes and skills of effective participation in democratic decision-making and action efforts by governmental agencies, private organizations and educational institutions in the United States and in international development.

From Michigan's Community Adult Education Department Dr. McClusky teaches a course entitled "Leadership in Community Education." It is described as follows:

Table 2.
Courses Reported Relevant to Community Development
from an Adult Education Approach

Course Description	Institution Reporting
Adult Education	ISU - Education Dept. UM - Comm. Adult Ed. Dept.
Change Agent in Planned Change	SIU - Comm. Dev. Institute
Community Action - Social Action in Community and Area Development	ISU - Sociology Dept.
Community Development - Focus as a Problem-Solving Method	SIU - Comm. Dev. Institute
Community Development and Basic Education for Adults	O - Adult Educ. Dept.
Community Development as an Educational Process	C - Dept. of Higher Educ. and Adult Educ.
Community Resources for Education	WY - Dept. of Education
Field Study or Work Experience in a Community	C - Dept. of Higher Educ. and Adult Educ. UM - Comm. Adult Ed. Dept. UW - Rural Soc. Dept.
Independent Study in the Area of Community Development	SIU - Comm. Dev. Institute
Introductory Course to Community Development	SIU - Comm. Dev. Institute
Leadership in Community Education	UM - Comm. Adult Ed. Dept.
Relevant Seminars - Problem Solving, Community Action, Conflict, etc.	SIU - Comm. Dev. Institute UM - Comm. Adult Ed. Dept.
Workshop on Community, Continuing, and Adult Education	UM - Comm. Adult Ed. Dept.

Key: ISU - Iowa State Univ. UM - University of Michigan
SIU - S. Illinois Univ. C - Columbia University
WY - Univ. of Wyoming UW - Univ. of Wisconsin
O - Ontario Institute for Studies in Education

> The major theme of the course is "the activation of the educative community." It is probably the only course at the University that deals explicitly with the problem of constructive community change by educational processes. It deals with the nature of the community, the tasks and practices of community adult education, reaching the unreached or underparticipant, and current issues and dilemmas. Included are discussion of strategies for working in the inner city, critiques of such activists as Saul Alinsky and various Civil Rights workers, and evaluation of the community school program.

A description of all the reported courses can be found in the Appendix section.

One can summarize this findings section by suggesting that the number of courses being offered, at least in the universities we contacted, does not seem sufficient for the needs of our times. Does this not indicate that adult educators could and should have better instructional preparation for the jobs that lie ahead?

We think it does and in the next section will offer additional curriculum suggestions.

Discussion

The crisis of our time, accented by the increased demand for unqualified Civil Rights, the eradication of poverty, and the rehabilitation of our physical and social environment makes unmistakably clear that the modern community much more than in the past must become more responsive to basic human needs. In considering an educative approach to this challenge we can describe our target populations as ranging on a continuum from persons relatively unaffected in the sense of direct confrontation, to those directly affected in almost every aspect of their lives. In working with those occupying the unaffected portion of our population, it is proposed that we would be better able to employ a consensus approach to the solution of problems. In dealing with the opposite or more critical end of the scale we would be more likely to encounter conflict in our effort to grapple with

issues. This does not mean that conflict and consensus will not appear in some mixture at any point and with any group, but it seems plausible to expect some gradation in the direction suggested.

The crises plaguing our communities are urgent and the radiation of their influence is pervasive. Therefore, the unique feature of today's educational situation is that the conflict is here now and the conflict will increasingly become a fact of community interaction with which we must live and reckon.

How can an educative approach be geared to this abrasive new reality?

First we must be prepared to accept conflict as an inevitable part of our current condition. We must not only accept it as inevitable but also be prepared to concede that in many cases it is legitimate and can be converted to constructive ends. It is the constructive conversion of conflict that becomes the supreme challenge to the adult educator.

Perhaps the key, or at least a key, to an educative strategy in such circumstances is to arrange for the ventilation of fervently held differences of viewpoint. To deliberately assist this controversy to surface, one would need to work with ground rules and conditions where clarification of issues is maximized and problem-solving processes are given the best possible opportunity to be employed. There are more guidelines for such strategies than most persons realize; time does not permit at this juncture to spell them out in detail.

Another issue raised by the crisis of our time is the necessity to involve individuals from the lower levels of our social structure in the problem-solving and decision-making processes. This is essential not only for the discriminative and productive diagnosis of our problems, but even

more important for the identification of new human resources, i.e., new leaders and new members who can themselves assist in the solution of problems in which they are immersed. Decentralization, both geographical and psychological, is required here. The recognition of the unique role of the 'indigenous leader' and 'paraprofessional' in poverty programs is a step in this direction.

Still another feature of this growing edge of community development in these years of social crisis is the necessity of developing techniques for sensitizing the community to problems which it has here-to-fore ignored or neglected. Here we encounter a kind of homeostatic self-preservation--the tendency for systems to maintain a smooth, undeviating, bureaucratic operation. Essential as it is for the execution of major functions, bureaucratic organization often leads to insensitivity to areas where change is often required. For far too long a refusal to 'rock the boat' has allowed serious problems of inequity to increase, and for decay and deterioration to reach a point of almost no return. The system, in spite of the discharge of its maintenance functions, must also be subjected to educative pressures for growth and improvement in meeting basic human needs. In order to accomplish this, it is proposed that evaluation be more explicitly built into the very fabric of community decision-making in those areas vitally affecting the well-being of the community's population. In other words, budget, staff, time, etc. must be set aside for evaluation, recognizing that its role is as important as program performance and financial support. This could be accomplished within the system with a supplement of disinterested consultants from without. Here also would be an opportunity to apply the principle of the OMBUDSMAN so successfully employed in the Scandanavian countries as a part of their respective governmental services.

Somewhat related but sufficiently different to require a separate consideration would be the use of a community audit performed by some agency completely outside the community. This differs significantly from the evaluative procedures proposed above, primarily because it would be staffed solely by outsiders, using guidelines established in large part by disinterested expert leadership.

There are fragments of this suggestion to be found in existing areas of community life, for example in public health, recreation, public finance, and Cooperative Extension. All these have standards established by their respective professional organizations. In the field of education, a rather pure example of the point we are trying to make may be found in the domain of accreditation. These examples, by no means definitive, are sufficiently relevant to suggest the kind of operation a community audit might entail.

To summarize, we have been suggesting several features of the growing edge of community development which could feasibly be applied to a more realistic and pervasive solution of our community problems which former methods and strategies have too long overlooked.

Taking, therefore, the findings of our informal survey and the preceeding discussion, what recommendations can be made for curricula? Curricula that will be germane for the task of preparing adequately trained professionals?

The following are suggestions for your consideration. We see them as possible additions to existing courses or as entirely new course offerings:

1. A study of conflict and its relevance for community adult education. This would probably include a study of handling controversy through debate, the use of negotiation, and strategy planning for confrontation and citizen involvement.

2. The use of the 'Ombudsman' approach to evaluation, consultation, and problem solving.

3. The role of the outside audit in assessing and planning for community development and change.

4. An educative involvement in a community. This would involve an interning experience in a field setting.

5. The use of technology in community development work.

There are perhaps many more suggestions that could be made. We conclude by asking what are your recommendations?

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Appendix I

Information Request Letter

Dear

As representatives of a national ad hoc committee we are undertaking a modest and exploratory inquiry concerning the present status of what we have called an adult education approach to community development. As a beginning and more specifically, we would like to secure as much information as possible concerning the introductory and/or second level courses which you may be offering in the field. Such a course may have the title of Community Adult Education, The Community School, Organization for Adult Education, Community Development, Community Leadership, etc. These titles give some indication to the scope of the subject matter area we have in mind.

If you have such a course or courses in your program, we would like, if you are so willing, to have a copy of any relevant material related thereto, for instance a copy of your course outline, bibliographies, major references, supplementary handouts, case studies, research reports, audio visual aids, etc., i.e. anything indicating the actual scope and content of your instruction.

It would also be helpful to know the number and kinds of persons who take the course, i.e., graduate and/or undergraduate, whether for their major, or as an elective and/or cognate.

We hope that a response to this request will not be too burdensome. As a partial return for your help we will be glad to share with you the results of our inquiry.

Sincerely yours,

Roger Hiemstra
Research Assistant
U. of M.

Howard Y. McClusky
Professor of Education
University of Michigan

Appendix II

Universities and Instructors to which Request Letters were Sent

Institution	Addressee
University of British Columbia Vancouver, B.C.	Professor Coolie Verner
University of Chicago Chicago, Illinois	Dr. Cyril Houle Department of Education
University of Chicago Chicago, Illinois	Dr. William Griffith Department of Education
Teachers College Columbia University New York, New York	Dr. Jack Mezirow Dept. of Higher and Adult Ed.
Florida State University Tallahassee, Florida	Dr. Roy Ingham Dept. of Adult Education
Glenville State College Glenville, West Virginia	*Mr. Walden Roush Dept. of Continuing Education
University of Georgia Athens, Georgia	Dr. Harold Nix Institute of Comm. & Area Dev.
Iowa State University Ames, Iowa	Dr. George Beal Dept. of Sociology
Iowa State University Ames, Iowa	Mr. Glenn Holmes Dept. of Education
Iowa State University Ames, Iowa	Dr. Richard Manatt Dept. of Education
Kansas State University Manhattan, Kansas	*Director Dept. of Continuing Education
University of Michigan Ann Arbor, Michigan	Dr. Howard McClusky Dept. of Community Adult Ed.
North Carolina State Univ. Raleigh, North Carolina	*Dr. Selz Mayo Dept. of Rural Sociology

* Indicates no response was received

Institutions	Addressee
Ontario Institute for Studies in Education Ontario, Canada	Dr. James Draper Dept. of Adult Education
San Bernadino Valley College San Bernadino, California	*Mr. J. W. McDaniel Dept. of Continuing Education
Southern Illinois University Carbondale, Illinois	Mr. Richard Thomas Community Dev. Institute
Washington University St. Louis, Missouri	*Dr. E. Johnson Dept. of Education
University of Wisconsin Madison, Wisconsin	Professor A. F. Wileden Dept. of Rural Sociology
University of Wyoming Laramie, Wyoming	Dr. Glenn Jensen College of Education

Appendix III

Course Descriptions

Columbia University

1. Community Development as an Educational Process - An examination of educational and organizational aspects of programs designed to assist adults to acquire concepts, attitudes, and skills of effective participation in democractic decision-making and action in communities; analysis of current community education and educational institutions in the United States and in international development.

2. Community Involvement in Education - Designed to provide supervised field experience to students working in various community agencies in and around Harlem. The students largely will run the course; faculty will conduct specific subject matter sessions at their request and serve as a resource panel. A field supervisory works with them on the job (one day a week) and conducts group meetings to discuss common problems.

Iowa State University

1. Adult Education (Educ. 536) - The philosophy and need for continuing education in a democratic society. It includes a survey of current trends with an emphasis upon the adult education contribution of various community agencies. Discussed are such topics like the imperatives of adult education, the consumer of adult education, and adult education and the community.

2. Community Action (Soc. 464) - A community analysis of the mobilization of community resources for social action. Included is the field study of a community and the development of a program of social action for it. Presentations are also made on Beal's "Construct of Social Action."

The University of Michigan

1. Adult Education (H501) - An introduction to the field of adult education, its practices, agencies, clientele, and goals. Planned for school administrators, teachers, librarians, etc. Included is a visit to and discussion of the Flint Community School program.

2. Leadership in Community Education (H551) - The major theme of the course is "the activation of the educative community." It deals with the nature of the community, the tasks and practices of community adult education, reaching the unreached or under-participant, and current issues and dilemmas. Included are discussion of strategies for working in the inner city, critiques of such activists as Saul Alinsky and various Civil Rights workers, and evaluation of the community school program.

3. Workshop on Community, Continuing, and Adult Education (H652) - A course designed to study the problems and policies connected with organizing, operating, and administering community, continuing, and adult education programs. The most recent workshop was concerned with program development and evaluation.

4. Seminar: Community and Adult Education (H701) - Advanced study in adult education for those who have completed the basic course H501 or had experience in adult education. It is designed particularly to assist advanced students in conducting special studies in community development and other aspects of the field.

5. Internship and Directed Field Experience (K690) - An experience designed for the student to practice in the field skills in which he has been trained in order to develop greater competence or in other fields of skill to develop new competencies. Most of the past intern experiences have been with the Mott Programs of Flint, Michigan.

The Ontario Institute for Studies in Education

1. Community Development and Basic Education for Adults (1105) - An introductory course to the field. Topics covered include introduction to social change, goals for development, obstacles to development, issues and terminology, adoption and innovation, a look at the community, Canada's involvement in community development, examples from other countries, methods and techniques, training, deriving some principles of community development, and evaluation.

Southern Illinois University

1. Independent Study in Community Development (Soc. 486) - This course enables the student to do independent study in community development. Areas of study include an analysis of writings in the field, an analysis of local community development programs, or a comprehensive study of a problem in the field of community development.

2. Introduction to Community Development (Soc. 487a) - This introduction course is designed to give the student an understanding of definitions, history, and comparative aspects of community development. Some attention is given to the variety and kinds of community action models, community devleopment as a problem-solving method, and the relationship of local government to community development.

3. Community Development (Soc. 486) - The major focus of this course is the study of community development as a scientific, problem-solving method, it includes the identification of community needs, problems, and goals, the survey and mobilization of resources for project needs, program planning, program action, and evaluation.

4. The Change Agent in Planned Change (Soc 586) - A study of classical and modern theories of social and cultural change. They are examined in light of their applicability to current, rural, and urban community conflict situations. Individual case studies of community problems and their resolution are prepared by students.

5. Seminar in Community Development (Soc. 588a) - This seminar concerns itself with the application of community development as a community problem-solving method to local, regional, or national development issues or problem situations. Community structure and analysis, community power structure, and methods of community self-study and action are also examined.

University of Wisconsin

1. Rural Community Development (Rural Soc. 327) - The first part of the course is concerned with an analysis and understanding of the rural community and its place in rural society. The second part is concerned with the community development process, particularly as it pertains to the smaller community. The course includes the case study of a selected small community.

University of Wyoming

1. Community Resources for Education (Educ. 673D) - The basic purpose of this course is to provide an opportunity for students to explore and to experiment with the many rich, untapped resources in people, institutions, techniques, history, national wealth, hopes and aspirations, and the important tasks of community development, so that these resources might become more fully utilized as instructional materials and experiences for learning.

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